

Minnesota
Education Equity
Partnership

Advancing **Race Equity** & Excellence



MnEEP Annual Report 2016–2017

Advancing Race Equity
Addressing Social Norms

MnEEP.ORG

Advancing Race Equity Addressing Social Norms



MnEEP Staff



Our views are shaped
by what we value.

At MnEEP, we believe:

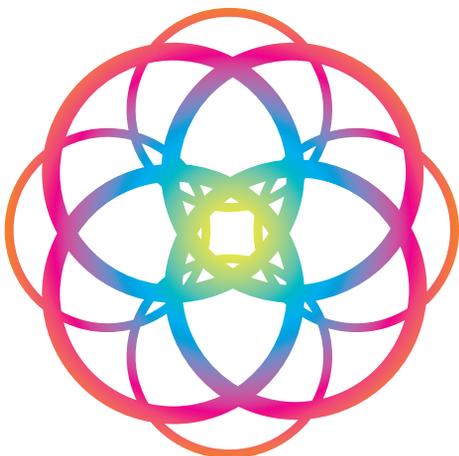
Equity Matters

Justice Matters

Critical Thinking and
Self-Actualization Matter

History Matters

Relationships Matter



Dear Supporters,

What a year of change both here at MnEEP and across our nation! For us, the year served as a stark reminder of how essential it is to work together to build communities of belonging, where communities of color and Indigenous people can succeed academically in a landscape where social norms around race equity are changing rapidly and dramatically.

In 2017, we saw a clear challenge to our nation's social norms of closing racial divides when our current U.S. president, responding to the Charlottesville, N.C., white supremacist march and riot that left one person dead, insisted that there were two equal sides between white supremacists and anti-racist protesters.

In an act profoundly impacting Minnesota's large East Africa student community, the president also attempted to ban travel into the U.S. from several Muslim countries. Our large Spanish-speaking student community was similarly traumatized when the same president pardoned a convicted official who had defied a court order to cease violating the rights of Latinos in immigration arrests.

Influencing social norms, beliefs, and the way systems operate are all part of MnEEP's Big Bold Goals described in this Annual Report.

Now, more than ever, our work is essential to respond to new and changing policies that are serious setbacks to race equity in Minnesota schools.

Furthermore, when he rescinded DACA, the prior president's executive order that had given temporary resident status to more than 800,000 undocumented youth nationwide, it had a hurtful impact on 6,500 students living in Minnesota, the majority Latino and Asian.

Those statements and actions were a major contrast to 2014 when, in an act of racial healing at a funeral service following the horrifying murder of nine African American church-goers by a white supremacist, our nation's then president appealed to our better selves by engaging in the timeless Christian hymn "Amazing Grace."

Today, it is increasingly evident to communities of color, American Indians, and immigrant communities that a new, distressing social norm is being advanced instead.

MnEEP's very existence as an organization is a response to long-held, deeply ingrained racial biases that have created structural conditions to perpetuate racial inequities in our education systems. Because we know that overcoming racial bias requires changing beliefs, our work involves influencing the way social norms are shaped. We seek to guide how school leaders, parents, lawmakers, administrators, and even the U.S. president speak and act because, as people in powerful positions, their language and behaviors shape our beliefs.

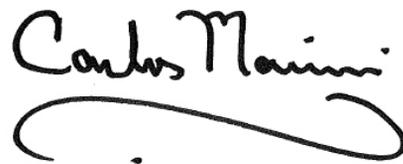
Influencing social norms, beliefs, and the way systems operate are all part of MnEEP's Big Bold Goals described in this Annual Report. Now, more than ever, our work is essential to respond to new and changing policies that are serious setbacks to race equity in Minnesota schools.

MnEEP's 2017 Annual Report will share how our 5 Big Bold Goals—building education equity plans in rural Minnesota; addressing K-12 discipline disparities; producing more racially diverse teachers; advancing opportunities for students learning English; seeking

greater post-secondary success for students of color and American Indian students—all share the strategic need to nurture social norms that value racial equity as a major pathway to academic success.

I am proud of MnEEP's work this year. It reflects a mature knowledge of the work in Minnesota that must be done, and how it must be done, to continue to drive systemic change for racial equity that delivers quality opportunities for our students of color and American Indian students.

We hope you are inspired to be part of this endeavor. We invite you to join MnEEP's Membership Community to support race equity and educational excellence in Minnesota.



Carlos Mariani Rosa
MnEEP Executive Director



BIG BOLD GOAL 1

Minnesota Schools are culturally responsive in their policies and practices.

Through partnerships, we aim to address education inequities by developing, promoting, and supporting race equity policies, cultural responsiveness, and community-centered collective action in education.



Developing an Equity Action Plan for Southwest Minnesota

MnEEEP, in partnership with The Nobles County Integration Collaborative (NCIC), facilitated a powerful multi-racial community engagement series that produced and released its local *Promise to Act: Education Equity and Excellence Action Plan* in June.

The **Action Plan** is the result of an 18-month research and planning process that gathered local community members and leaders to develop education equity strategies driven locally by families, students, and educators who reflect the various cultures and perspectives of Southwestern Minnesota.

The Southwest region of Minnesota possesses a highly diverse, rural community with students and families from all around the world—Latin America, Africa, Asia, and Europe. To build on that current

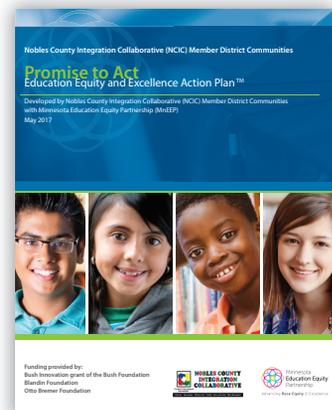
diversity and efforts to see equity in education, MnEEEP and NCIC created an equity action planning process to gather the aspirations of local residents.

Community visioning sessions with more than 130 participants were held in Spanish, Karen, Laotian, and East and West African languages. Throughout the planning process, the project engaged more than 300 local leaders, educators, and families for greater collaboration on education equity and increased community prosperity.

The resulting Action Plan provides immigrant and cultural community guidelines for education equity and collaborative strategy recommendations for educators, leaders, and families. By utilizing these collaborative inputs and strategies, we can help promote education equity and prosperity for the entire Southwest region.

“The more people participate in the process of their own education, and the more people participate in defining what kind of production to produce, and for what and why, the more people participate in the development of their selves. The more people become themselves, the better the democracy.”

—Paulo Freire, Educator & Philosopher





Jennifer Godinez, MnEEP associate executive director and Race Equity and Excellence in Education Network (REEEN) program director works with rural communities on equity action plans.

Implementing Equity Action Plan for Mille Lacs Region

Since 2013, MnEEP has partnered with the Mille Lacs region community, American Indian leaders, and school leaders to collectively create a Race Equity and Excellence in Education Action Plan and provide board training and district coordination for equity strategy and implementation.

The results of the Action Plan so far have shown a stronger commitment from school leaders to address equity frameworks and cultural responsiveness of staff members. Isle schools, Onamia schools, and Nay Ah Shing tribal school have utilized additional equity tools to implement new policies for staff. In addition, Isle and Onamia schools shifted school board policies as a result of equity trainings, and members agree they have a greater awareness of the role equity has in educational outcomes.

Equity School Board Trainings with Mille Lacs Region Education Leaders

MnEEP staff drew together Minnesota top equity school board trainers and consultants to lead local leaders in identifying important objectives for Equity School Board Training Institutes. The resulting Equity School Board Training Institutes moved forward race equity frameworks and introduced equity scorecards to guide the implementation of key goals from the regional Equity Action Plan.



SURVEY RESULTS EQUITY SCHOOL BOARD TRAININGS

February 9, 2016: Mille Lacs Region: Equity School Board Training Institute Part 1 (4 hours)

- Role of leaders in equity work
- Using equity scorecard in driving change
- Equity analysis framework

80% At least 80% evaluated as agreeing to having better understanding of equity and understanding their role in the work after this Institute.

Mar 30, 2017: Mille Lacs Region: Equity School Board Training Institute Part 2 (4 hours)

- Case Study: application of equity score cards
- Superintendents report and share insights on potential indicators for scorecards
- Presentation on use of an equity lens in decision-making

80% At least 80% completely agreed that they can use their districts scorecard to track progress and hold district accountable for equity work after the Institute trainings.

SURVEY RESULTS PROMOTING YOUTH ENGAGEMENT ON RACIAL DYNAMICS IN RURAL MINNESOTA

MnEEP grant funds supported World (*Improv*) Café, produced with The Theater of Public Policy, for Onamia High School and Nay Ah Shing students. Twenty-five student attendees completed a short survey from the Onamia High School student dialogue the week after the event.

48% 48% rated their experience a 5 on a scale of 1 to 5 (with 1 being the lowest and 5 the highest) and another 32% rated it a 4. The mean score was 4.24 out of 5.

84% 84% would like to participate in a similar activity in the future, 12% said no, and 4% did not know.



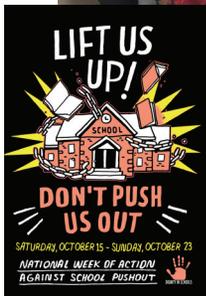
BIG BOLD GOAL 2

Minnesota school climates foster positive student engagement.

Through advising and training school districts on model discipline code policies and best practices, we aim to eliminate discipline disparities gaps and support American Indian students and students of color for academic and leadership success.

Addressing Discipline Disparities in Minnesota Schools

MnEEP's Solutions Not Suspensions (SNS) grew to include more than 30 organizations in its third year of operation. Solutions Not Suspensions is dedicated to ending the school-to-prison pipeline by transforming school discipline policies and shifting community narratives toward more positive school climates. Solutions Not Suspensions is a member of the National Dignity in Schools Campaign and participates in national activities and actions to support the end of school push-out.



National Week of Action: “Lift Us Up, Don’t Push Us Out!” Every fall, Solutions Not Suspensions national partner Dignity in Schools Campaign hosts a “Week of Action” to draw attention to school pushout.

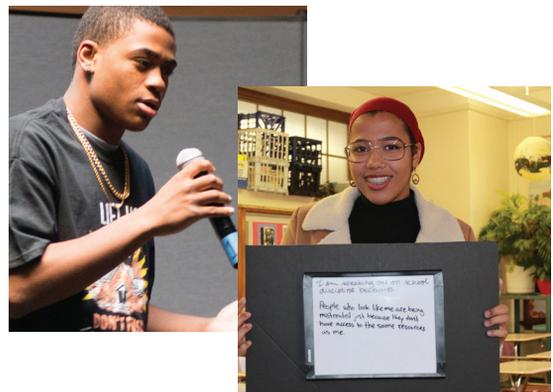
SNS Coalition Advanced Key School Climate Policy at State Capitol

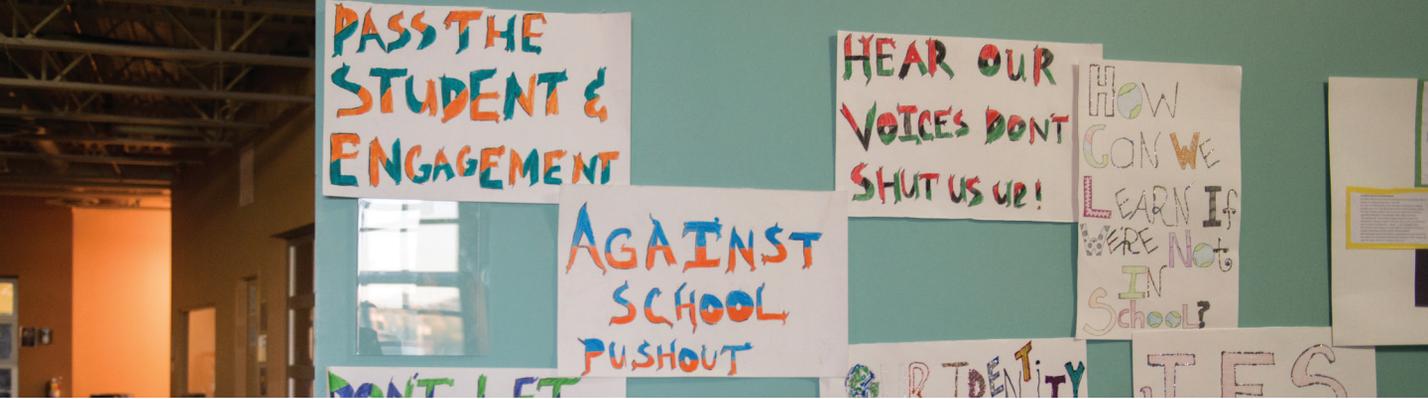
During the 2017 legislative session, Solutions Not Suspensions drafted and advocated of two legislative bills. The Student Inclusion and Engagement Act [SIEA], SF2341/HF2109 (Kent/Mariani) seeks major changes in laws that permits great discretion in classroom dismissals, and a smaller bill introduced focuses on teacher training. Key supporters included both Republicans and Democrats.

The Legislative Task force on School Discipline reviewed the current MN Fair Pupil Dismissal Act. After advocating for and securing three seats on the legislatively appointed task force, Solutions Not Suspensions and MnEEP staffer Marika Pfefferkorn was elected as co-chair along with student representative Lupe Thornhill, and final recommendations were made to state legislators at Senate and House hearings.

Solutions Not Suspensions Local Events

- Tabling at the MEA Conference, the Twin Cities Social Justice Education Fair, and MPR’s event at the Fitzgerald Theatre, *The Human Potential: Disrupting the School-to-Prison Pipeline*
- Presented a “Know Your Rights” workshop for youth at the Social Justice Education Fair
- Students at the High School for Recording Arts in Saint Paul held a special musical performance to share their perspectives on school pushout.





Promoting Restorative Justice Practices in the Schools

MnEEP staff and an expert restorative practices consultant successfully worked to change the student discipline culture at St. Paul School District’s Riverview Westside School of Excellence by providing:

- Support and coaching for the implementation of schoolwide restorative practices
- Collaboration and strategic support with the school district’s restorative practices coordinator to support six pilot schools; and
- Connections with a People of Color Restorative Practices Collaborative

Riverview School attributes its success to a deeper understanding of restorative practices from a race equity perspective that also humanizes youth and family voices. According to staff surveys done in Spring of 2016, 100% of staff supported moving forward to implement restorative practices in the school.

Youth and Community Addressing Police in the Schools for School Climate Reform

MnEEP staff led a delegation of St. Paul students to Washington D.C. as presenters for a Congressional briefing organized by Dignity in Schools Campaign (DSC) on its “Counselors Not Cops” recommendations. Students met with members of the Congressional Black Caucus to discuss their concerns. Representatives from Saint Paul Central



High School’s Pan African Students Association testified about their experience and peer concerns of having school resource officers on campus.

In addition, MnEEP—in partnership with Students for Education Reform, St. Paul Youth Services, and Voices for Racial Justice—co-hosted multiple brainstorming and listening sessions engaging young people across the Twin Cities to share their experiences with school resource officers. Minnesota Commissioner of Human Rights, Kevin Lindsey, participated in and spoke at the culminating session.

National and Local Advocacy to Shape School Climate Indicators in the Every Student Succeeds Act (ESSA)

The Solutions Not Suspensions Coalition advocated to include school climate as Minnesota’s additional ESSA accountability and called for the use of student, family, and educator school climate surveys as well as data on discipline referrals and out-of-school suspensions.

MnEEP staff member Marika Pfefferkorn served as a federal liaison for the Midwest and U.S. Department of Education and was active in informing and influencing ESSA planning processes across the region on school climate issues. This work included the development of an ESSA State Plan Scorecard, which provides communities a tool to understand where their state lands in meeting principles of stakeholder engagement, transparency, and accountability.

The broader ESSA effort included working with the Council of Chief State School Officers and Partners for Each and Every Child to develop and provide guidance to state commissioners, school districts, and communities in the planning and implementation of ESSA.

BIG BOLD GOAL 3

Minnesota educators reflect student demographics.

Through partnerships and community advocacy, we can continue to develop policies and funding frameworks that advance and support teachers of color and American Indian teachers in Minnesota.

Advancing the TeachMN2020 Campaign

MnEEP is steadily advancing the TeachMN2020 Campaign goal of creating a new powerful public policy and investment frame that prepares and places substantively more racial diverse, effective teachers in Minnesota's classrooms.

Led by Senior Policy Fellow Dr. Rose Chu, more than 500 people have participated in conferences and individual meetings that have led to a new desire to understand how our state prepares teachers and how to elevate the profession of teaching. New funders have invested in this effort to advance teacher diversity, including the Graves Foundation and MN Comeback.

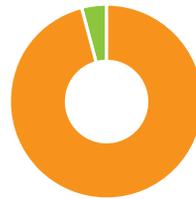
*How can we **accelerate and make visible** the process of collaboration towards collective action to accelerate the numbers and quality of teachers of color and American Indian teachers in Minnesota?*



QUICK GLANCE AT MINNESOTA CLASSROOMS



30% Students of Color and American Indian Students



4% Teachers of Color and American Indian Teachers

Working to Close the Execution Gap in Accelerating Teachers of Color in Minnesota

This year, MnEEP designed an initiative using cutting-edge cloud-based technology to support a statewide “strategy mapping” of Minnesota’s education environment for licensed pK-12 teachers. The goal is to make visible current teacher attraction, preparation, induction, and retention efforts and progress made in our state. The process will engage stakeholders to help spur further collective action and impact by illuminating new insights in supporting teachers of color and American Indian teachers. MnEEP’s unique approach focuses on understanding how the “execution gap” of existing efforts impacts teacher diversity.

Currently, three sectors of Minneapolis schools—public, charter, and private—are participating in the strategy mapping efforts that will eventually extend to the rest of the state. A few early adopters of the strategy mapping process include: Breakthrough Twin Cities, Hopkins Public Schools, Northwest Suburban Integration District and Equity Alliance.

*How do we **elevate the teaching profession**, and engage stakeholders to **learn and understand** more about the teaching journey and **be part of the solution**, particularly for communities of color?*

Building Public Awareness to Elevate the Teaching Profession Statewide

In collaboration with Augsburg University’s Education Department, MnEEP is developing an interactive public engagement website that can be used to elevate the teaching profession, particularly within communities of color. The website will provide

easy access to relevant resources for exploring and understanding the various pathways to the teaching profession, and amplify the voices of broader, multi-racial stakeholder groups. MnEEP partnered with Dr. Margaret Finders from Augsburg University to design the website and build a campaign to promote its tools to the public.

In addition, Program Associate Aara Johnson conducted focus groups with Dr. Joaquin Muñoz of Augsburg University to learn from local stakeholders why teachers of color and American Indian teachers are needed in the community.

Making National Connections

Oregon State Educator Advisory Group

Senior Policy Fellow Dr. Rose Chu and Executive Director Carlos Mariani visited Portland, Oregon to understand the state’s teacher equity efforts that began in 1991 with the “Minority Teacher Act” that eventually became the “Oregon Educator Equity Act” in 2015. Rose and Carlos were featured guests at the Oregon State Educator Equity Advisory Group, discussing MnEEP’s approach and Minnesota’s challenges. The convening also offered lessons for reshaping Minnesota’s teacher-development policy and investment framework.



TeachStrong 2017 Convenings

MnEEP staff made a significant national connection with TeachStrong, a national campaign to modernize and elevate the teaching profession coordinated

The TeachStrong campaign is a movement to change the national education policy conversation and make modernizing and elevating the teaching profession the most pressing and significant education policy priority for our nation.

by the Center for American Progress. With a coalition of more than 60 diverse national organizations, the campaign proposes policy changes along the teacher career continuum. TeachStrong seeks dramatic and systematic changes that are critical to improve teaching and learning



for all students—especially students of color and students in poverty.

Rose Chu led a team of Minnesotans to three national convenings in December 2016, May and October 2017

to gather learnings from various state efforts across the country. In May, TeachStrong provided technical assistance for state action teams to develop a logic model that succinctly defines our goal and activities towards short- and long-term outcomes.

In October, Minnesota shared our progress since May and learned about efforts in Nevada, Indiana, and Mississippi. State teams offered each other advice and affirmation and collectively engaged in understanding the role of teacher leadership in strengthening teacher career pathways.

With 70% of Minnesota jobs in 2018 expected to require a post-secondary degree, **urgent action is needed** to eliminate clear racial opportunity gaps.

By improving educational experiences and outcomes for students of color and American Indian students, **we can improve Minnesota's future.**

Supporting the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota

MnEEP serves as fiscal sponsor and a steering committee member of the Coalition to Increase Teachers of Color and American Indian Teachers (TOCAI Coalition). The group includes education leaders from public school districts, institutes of higher learning and Education Minnesota (the state's teacher union).

Supporting the Annual Conference at Metropolitan State University

In early August, the TOCAI Coalition hosted the second annual conference for current and aspiring educators of color and American Indian educators through generous funding from the Bush Foundation. The theme was "Voices Heard: Transforming Education Equity", and about 250 people attended the three-day conference at Metropolitan State University. Executive Director Carlos Mariani and Senior Policy Fellow Dr. Rose Chu provided opening remarks at the welcome reception and at the conference.





Elia Bruggemann, Special Assistant to MN Commissioner of Education, Dr. Angela Valenzuela, conference keynote speaker, joined by MnEEP's Dr. Rose Chu and Carlos Mariani

Dr. Angela Valenzuela of University of Texas at Austin was the TOCAI Conference keynote speaker and focused on ethnic studies and cultural relevancy in curriculum. Dr. Valenzuela discussed the limitations in only increasing teachers of color and American Indian teachers without changing pedagogy and curriculum to nurture students' identities.

Program Associate, Aara Johnson, and Dr. Joaquin Muñoz, Assistant Professor at Augsburg University, hosted a breakout session by conducting a focus group to ask conference attendees the importance of teachers of color and reasons for pursuing a career in education.



Supporting Retention Strategies for Teachers of Color and American Indian Teachers

MnEEP also serves as the fiscal agent for the TOCAI Coalition's two important retention strategies through generous funding from MN Comeback:



- 1) Provide micro-grants to groups of educators of color to attend professional development opportunities.
- 2) Plan affinity group dinners for educators of color to build community and support among themselves.

Having a **culturally responsive environment** within districts can **benefit not only the teachers of color and American Indian teachers but also the entire school community.**

Collaborating on the TOCAI Coalition's MN Legislative Platform

We continue to develop policies and funding frameworks that advance and support teachers of color in Minnesota. We provided feedback to the TOCAI Coalition's legislative platform. In 2017; final signed legislation includes:

- Continue and increase funding for Minnesota's Collaborative Urban Educator (CUE) for four private colleges.
- Create new competitive grants to recruit and retain teacher candidates of color and American Indian candidates at other public or private institutions throughout the state.
- Continue funding for existing American Indian Teacher Preparation programs at four higher education – school district partnerships.
- Fund a new concurrent enrollment course "Introduction to Teaching" to encourage students of color and American Indian students to learn about teaching as a profession.

BIG BOLD GOAL 4

Minnesota schools effectively support the multilingualism of all students.

To support English Language Learners and the multilingualism of all students, we continue to work with English Language Learner departments statewide to implement research-based, promising practices to better serve all students and families.

Launching the Emerging Multilingual Learners Network

MnEEP created the **Emerging Multilinguals Network** to provide long-term advocacy and a powerful foundation for delivering effective and empowering education services to English Learners. As the fastest-growing student group, ELs need to belong to the school community and have their unique needs addressed. A McKnight Foundation grant to the Migration Policy Institute (MPI) supports the work of the Emerging Multilinguals Network.

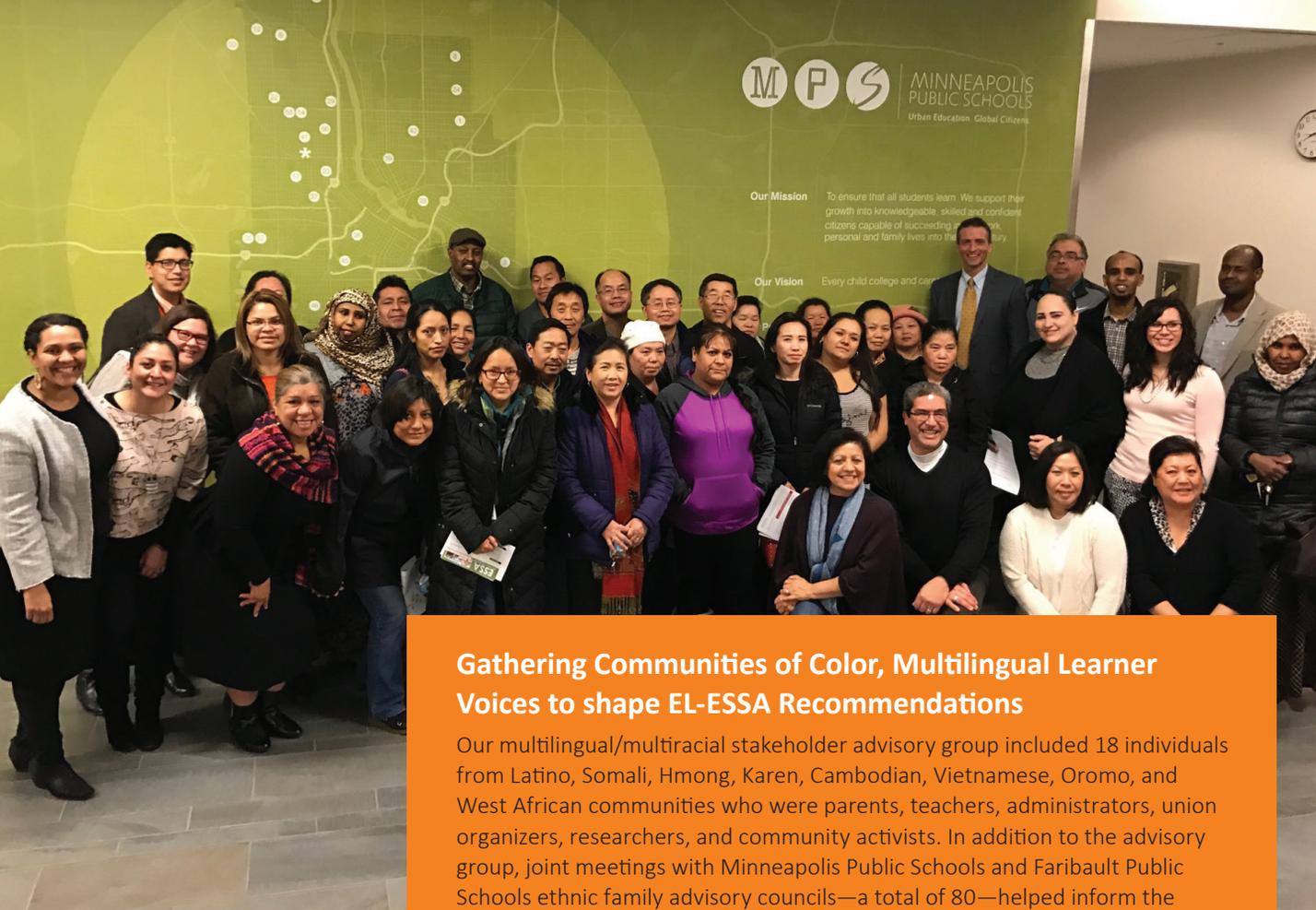
Throughout 2017, MnEEP continued to partner with the Coalition of Asian American Leaders (CAAL) to implement the MN English Learner – Every Student Succeeds Act (EL-ESSA) equity agenda, a recommendations campaign for the creation of an EL-ESSA Policy Brief. The partnership ensured community voices would be included in the state plan process and focus on equitable levers in ESSA to raise EL achievement in Minnesota.

Introducing Aara Johnson, Director of EML Network

Aara Johnson joined MnEEP in July 2017 as Program Director to lead our Emerging Multilinguals Network. Most recently, Aara served as Project Associate for the EL-ESSA Initiative. Aara will direct MnEEP's efforts to explore ongoing collaborative work with CAAL that can support and hold accountable Minnesota's education systems in the implementation of the 2014 nation-leading Minnesota Learning English for Academic Proficiency (LEAPS) Act and the ESSA law that places EL students at the center for federal accountability.



In the past 20 years, the number of EL students in Minnesota increased by 300 percent, making them the fastest-growing population among students. These individuals face unique challenges to academic success. According to the Minnesota Department of Education, nearly half of EL students do not graduate from high school.



Gathering Communities of Color, Multilingual Learner Voices to shape EL-ESSA Recommendations

Our multilingual/multiracial stakeholder advisory group included 18 individuals from Latino, Somali, Hmong, Karen, Cambodian, Vietnamese, Oromo, and West African communities who were parents, teachers, administrators, union organizers, researchers, and community activists. In addition to the advisory group, joint meetings with Minneapolis Public Schools and Faribault Public Schools ethnic family advisory councils—a total of 80—helped inform the equity agenda and recommendations, including the meeting in St. Paul last fall.

Advisory Group Survey Results

As a result of ongoing consultation with the multilingual/multiracial stakeholder group, over half of the 18 individuals completed a post-experience survey.

100%

All respondents agreed or strongly agreed that the policy discussions, community engagement, and multi-ethnic nature of the project enhanced its effectiveness.

94%

94% use the policy brief and recommendations as a tool to show families and communities they have opportunities for systemic change relating to equity in education.

100%

All respondents said that being part of the Network strengthened their role as an advocate by giving them powerful knowledge and tools to engage in policy development and implementation.

89%

89% said this project was their first time contributing to statewide education policy.

“I learned the importance of cross-cultural work—with the current state of affairs, we cannot afford to operate in silos.” —Advisory Group Member

St. Paul and Minneapolis Public Schools Family Meetings Survey Results

After the St. Paul and Minneapolis Public Schools joint ethnic Parent Advisory Council meetings, about 64% of the 63 attendees completed a post-event survey. (Faribault families were not surveyed due to a snowstorm.)

As parents of the fastest-growing student group, it's imperative that they belong to the school community by understanding what is offered to their children and how they can advocate for improvement. Asian American/Pacific Islanders comprised the largest ethnic group completing the survey (65%), 20% did not indicate their ethnicity, 12% were Latino, and 3% were African.

92%

92% said that they know more about ESSA as a result of the event.

90%

90% agreed or strongly agreed that they provided their ideas to the Network at the event.

95%

Nearly all respondents (95%) agreed or strongly agreed that the event elevated voices of many community members who are not often heard.

90%

90% agreed or strongly agreed that school districts have opportunities for systemic change relating to equity in education through ESSA.

Release of EL-ESSA Policy Brief –June 2017 Launch Event

In June, 2017, MnEEP with partner CAAL released the EL-ESSA Policy Brief. The brief includes an overview of EL education in Minnesota, state and federal laws supporting equitable education practices for ELs, and rationale for our seven recommendations. More than 70 school administrators, teachers, parents, community members, and education advocates attended the launch event to receive a copy of the brief and learn more about our recommendations to the ESSA plan.

In addition, MnEEP/CAAL delivered the brief to the MN Department of Education, statewide education and commerce organizations, more than 250 EL coordinators, and more than 60 superintendents and school board chairs. Translations of the policy brief executive summary are available in Spanish, Somali, Hmong, and Karen. The policy brief is also part of the Minnesota Legislative Library.



EL-ESSA POLICY BRIEF SURVEY RESULTS

About 50% of the 70 attendees completed a post-event survey. Asian American/Pacific Islanders comprised the largest ethnic group completing the survey (37%), followed by African American/African (21%), White (21%), Latino (13%), American Indian (5%), and Mixed Race (3%).

97%

Nearly all respondents (97%) agreed or strongly agreed that they had a better understanding about the English Language Proficiency indicator recommendations put forth by the MN Multilingual Equity Network.

Nearly all respondents (97%) agreed or strongly agreed that the launch event helped elevate the voices of many community members who are not often heard.

Nearly all respondents (97%) agreed or strongly agreed that ESSA is important for the future of English Learner populations in Minnesota.

Nearly all respondents (97%) agreed or strongly agreed that school districts have opportunities for systemic change relating to equity in education through ESSA.

ST. PAUL PUBLIC SCHOOLS PRESENTATION SURVEY RESULTS

In August 2017, MnEEP/CAAL presented the policy brief and recommendations to the St. Paul Public Schools Multilingual Learner Department retreat. About 40% of the 15 attendees completed a survey.

100%

All respondents said they learned something new about EL provisions, procedures, and practices.

All respondents thought the information presented would help their work this school year.

All respondents thought MN Multilingual Equity Network would be a useful partner in their work.

33%

Only 33% found a lack of family engagement to be a barrier to implementing good EL work.

83%

83% found a lack of professional development to be a barrier to implementing good EL work.

Policy “wins” in Minnesota ESSA Plan—September 2017

MnEEP/CAAL were involved in various ESSA committees so that the EL voice was present. When possible, we invited additional members of our stakeholder advisory group to participate with us for an authentic direct voice. For example, Aara Johnson sat on the Assessment committee, Accountability Advisory and Technical committees, EL committee, and all three EL working groups.

Upon the release of the Minnesota ESSA Plan in August 2017, MnEEP/CAAL analyzed various pieces according to our policy brief recommendations to find support for almost all the provisions:

- Using a growth target for each year aiming for 5-7 years toward proficiency, and providing an extra year for Students with Limited or Interrupted Formal Education (SLIFE)
- Awarding points based on the current year, and updating targets based on the current year’s score with a long-term goal of 85% of ELs making annual progress by 2025

- Thoughtfully standardizing EL entry and exit criteria and procedures
- Consulting families when determining to exit a student
- Gradually including recently arrived ELs in the accountability system beginning in their first year
- Including reclassified ELs in the EL student group for four years
- Incorporating English language development specialists and practices into the Regional Centers of Excellence and school improvement plans
- Minnesota will hold schools accountable for English language proficiency if the schools are not otherwise identified for comprehensive support.
- Family engagement will be a cornerstone of ESSA implementation; MDE commits to manuals and guides in addition to advocacy trainings.
- Although the sample size for accountability will remain at 20—our recommendation was 10—reporting will continue to be at 10 and MDE commits to elevating school reporting.



Supporting the National Partnership to Improve PreK-12 Success for Immigrant Children and Youth in the United States

The Emerging Multilinguals Network continues to be part of the National Partnership to Improve PreK-12 Success for Immigrant Children and Youth, coordinated by the Migration Policy Institute. Jennifer Godinez represented MnEEP in December 2016 at the conference; Aara Johnson will represent MnEEP in December 2017’s conference.

Minnesota EL Population has Grown



From 2010 to 2015, the Minnesota EL population grew 17.5 times faster than Illinois, 8.75 times faster than Michigan, 5 times faster than Ohio, and twice as fast as Wisconsin.⁷ Considering this, Minnesota can be a regional leader in supporting ELs.



BIG BOLD GOAL 5

Minnesota institutions of higher education will support student achievement by providing greater access and equity to students of color and American Indian students.

Through partnerships and advocacy, we will work to advance higher education outcomes in Minnesota for students of color through policy initiatives and programs that focus on access and financial aid.

MnEEP staff participated in sessions conducted by the Minnesota Office of Higher Education (MOHE) on its work to carry out Minnesota's 70 Percent Attainment Goal. This state legislative initiative calls for increasing the percentage of Minnesotans age 25 to 44 who have attained a postsecondary certificate or degree to 70 percent by 2025. State legislation was influenced by MnEEP staff. The legislation's author, Sen Terri Bonoff, was a MnEEP 2015 Ron McKinley Award recipient.



EQUITY MATTERS.

We believe all children deserve to achieve their full potential, regardless of race, creed, nationality or class.

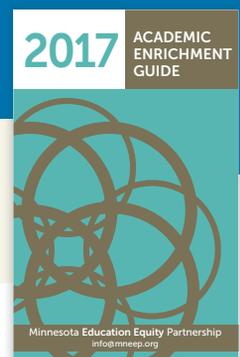
According to data collected by Minnesota Office of Higher Education...

Minnesota faces significant disparities existing in educational attainment by race and ethnicity. Few Minnesotans of color attain a degree.

- Students of color graduate from high school within four years at a rate lower than White students.
- Students of color enroll in college at a rate lower than White graduates.
- Students of color are concentrated at two-year institutions.
- Students of color and non-English speakers enroll in developmental education at higher rates.
- Students of color graduated from college at lower rates.

MnEEP produced the 2017 Academic Enrichment Guide which provides key information about summer academic opportunities in Minnesota. Printed guides were distributed to families, E-12 schools, community-based program, and public libraries. An online guide was also created and promoted this year for more access statewide.

2,000 Guides were printed and distributed.
43 Programs were listed





National & Local Presentations

National Immigrant Integration Conference

Nashville, TN; Minnesota EL-ESSA Initiative;
Jennifer Godinez; December 2016

Minnesota School Board Association (MSBA);

Partners for Equity Development presentation;
Jennifer Godinez and colleagues; January 2017

Minnesota NAACP, event on Office of Civil Rights
Voluntary Agreement, Rochester, MN; Presentation
of local K-12 discipline data and alternatives to
suspension; Marika Pfefferkorn; January 2017

Oregon Educator Equity Advisory Group Meeting

Carlos Mariani and Dr. Rose Chu; February 2017

Latino Policy Forum Convening, Chicago, IL; Fair
Assessment and Accountability Systems for Schools
Serving E-12 English Learners; Aara Johnson;
February 2017

U.S. Congressional Briefing “Counselors Not Cops”
presentation; MnEEP/SNS St. Paul students

The McKnight Foundation and National Academies of Sciences Convening

Minneapolis, MN; Promoting
the Educational Success for Children and Youth
Learning English; Jennifer Godinez; March 2017

**Minnesota Legislature – House and Senate
presentations on MN State Taskforce on Discipline**,
Marika Pfefferkorn; Spring 2017

**Bush Foundation Individualized Student Models—
Learning Journey**, thought leadership contributions;
Carlos Mariani and Jennifer Godinez; 2017

Association of Metropolitan School Districts

(AMSD), MnEEP 5 Big Bold Goals Presentation; Carlos
Mariani and Mark Bonine; April 2017

National Council of Jewish Women, MN Education
Advocacy Committee; Dr. Rose Chu; June 2017,
July 2017

Minnesota State Legislature – Joint Education Committee Meeting on Every Student Succeeds

Act State Plan, English Learner Provisions Testimony;
Aara Johnson; July 2017

Minnesota Coalition to Increase Teachers of Color/ American Indian Teachers Conference

St. Paul, MN;
Metropolitan State University; Carlos Mariani,
Dr. Rose Chu and Aara Johnson; August 2017

St. Paul Public Schools Multilingual Learner Department Retreat

EL-ESSA Recommendations
Presentation; Aara Johnson; August 2017

Minnesota’s Early Childhood Workforce

Symposium, Duluth MN; Dr. Rose Chu; September
2017

Grantmakers for Education

Washington DC,
Engaging Community Voices in Education Equity;
Jennifer Godinez and colleagues with Bush
Foundation; October 2017

MN Association of Colleges of Teacher Education

(MACTE) Dr. Rose Chu; Nov 2016, April 2017,
Oct 2017

TeachStrong Convening

Washington, DC;
Presentation to Update Minnesota Efforts;
Dr. Rose Chu; October 2017

Joyce Foundation Convening

Chicago, IL; Every
Student Succeeds Act Advocacy, Minnesota
Efforts on English Language Proficiency Indicator
Presentation; Aara Johnson; October 2017

Minnesota English Learner Education Conference

Bloomington, MN; EL-ESSA Recommendations;
Aara Johnson; October 2017

Funders, Organizations, Partners

FOUNDATIONS

Bigelow Foundation
 Blandin Foundation
 Bush Foundation
 Dignity in Schools
 Graves Family Fund
 Joyce Foundation
 McKnight Foundation
 Minneapolis Foundation
 Minnesota Comeback
 Minnesota Office of Higher Education
 National Economic and Social Rights Initiative
 Otto Bremer Foundation
 Saint Paul Foundation
 Securian Foundation

ORGANIZATIONS AND INDIVIDUALS (BY GIVING LEVEL)

Episcopal Church in Minnesota
 Mary Sam
 The K Foundation
 Advance Consulting, LLC
 First Unitarian Universalist Church
 Grant Abbott
 Education Minnesota
 Alyssa Buckalew
 Anne Yuska
 Todd Otis

Scott Cronquist
 Evelyn Belton-Kocher
 Swenson-Tellekson
 Bob Laney
 Maria McLemore
 Lisa Albrecht
 Nanette Yurecko
 Robert Brown
 Alexander Hines
 Susan Carlson

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 Equity Alliance MN
 Hopkins School District
 Minneapolis Public Schools
 Minnesota Private College Council
 Minnesota State Colleges & Universities
 Northwest Suburban Integration School District
 Osseo School District
 Robbinsdale Area Schools
 Saint Paul Public Schools
 University of Minnesota
 West Metro Education Program

SPECIAL GIFT

Parents United for Public Schools

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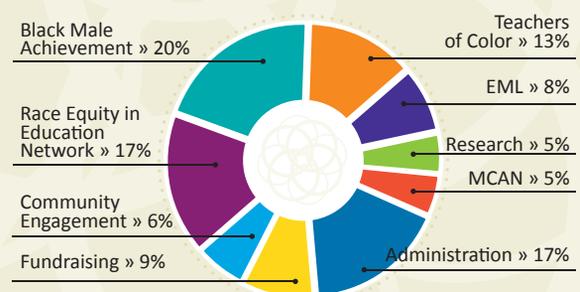
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Income & Expenses

REVENUES	2017	2016
Foundations and Grants	1,063,365	456,050
Government Grants & Contracts	45,000	45,000
Contributions	31,771	7,175
Partnership Fees	109,465	110,000
Membership Dues	1,965	4,425
Conference	–	71,230
Program Services	1,500	11,460
In-Kind Contributions	–	436
Other	5,305	6,084
Total	\$1,258,371	\$711,860
EXPENSES	2017	2016
Program	614,605	516,708
Management and General	143,562	117,843
Fundraising	70,801	82,071
Total	\$828,968	\$716,622
Net Revenues to Expenses	\$429,403	\$ (4,762)

EXPENSES BY PROGRAM



MnEEP Acknowledges the Following Consultants and Advisors for their Advisory Role with our Work:

BBG #1: RACE EQUITY CONSULTANTS AND COMMUNITY ADVISORS

Consultants: Dr. Molly Illes, Kitty Gogins, and Dr. Peter Olson-Skog

Mille Lacs Region Advisors: Mary Sam (Central Lakes College), JJ Voldt (Onamia Schools), Noah Johnson (Nay Ah Shing Schools) and Dean Kapsner (Isle Schools)

Nobles County Region Advisors: Nobles County Integration Collaborative (NCIC) Staff and Worthington School Staff

BBG #2: RESTORATIVE JUSTICE CONSULTANTS

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BBG #3: MN TeachStrong Participants & Action Team

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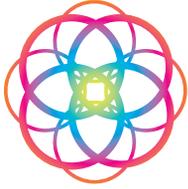
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Minnesota Education Equity Partnership

Advancing **Race Equity** & Excellence

OUR MISSION

Minnesota Education Equity Partnership uses a race equity lens to transform educational institutions, organizations, and leaders to ensure that students of color and American Indian students achieve full academic and leadership success.

OUR VISION

We envision a just society in which an equitable educational ecosystem ensures all students achieve their full potential. Achieving this vision would mean that race is no longer a predictor of educational success.

We believe that to accomplish this requires the public's simultaneous commitment to race equity and educational excellence.

OUR VALUES

Minnesota Education Equity Partnership holds these core beliefs in the work we do:

EQUITY MATTERS.

JUSTICE MATTERS.

CRITICAL THINKING AND SELF-ACTUALIZATION MATTERS.

HISTORY MATTERS.

RELATIONSHIPS MATTER.

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Minnesota Education Equity Partnership

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